

# BSP Desk Reference

## 30 Minute Training Guide

### SECTION 7: Teaching and Reinforcement Lines 10 & 11

Time	Description
5 minutes	<p><b>What is in this section?</b></p> <ul style="list-style-type: none"> <li>How to teach positive general behaviors and Functionally Equivalent Replacement Behavior (FERB).</li> <li>How to reinforce both positive general behaviors and Functionally Equivalent Replacement Behavior (FERB).</li> </ul> <p><b>Why is this important?</b></p> <ul style="list-style-type: none"> <li>Positive general behaviors and FERBs must be taught and reinforced by shaping, modeling, cueing, and/or fading.</li> <li>Reinforcers exist when students will demonstrate X to achieve Y.</li> <li>Reinforcers <b>MUST</b> be specific, contingent, desired by student, and delivered frequently. Choice-within-variety and immediacy should also be considered.</li> </ul> <p>Refer to Section 7 in the BSP Desk Reference.</p>
5 minutes	<p><b>Rubric</b></p> <ul style="list-style-type: none"> <li>Refer to Behavior Support Plan Quality Evaluation Scoring Guide II, component G (Section 7, page 9) for Teaching Strategies and component H (Section 7, page 10) for Reinforcers.</li> </ul> <p><b>Key Elements</b></p> <ul style="list-style-type: none"> <li>Line 10 (Teaching) – A plan to teach the FERB must be carefully thought out with specific materials or strategies described with enough detail so that all team members can appropriately implement.</li> <li>Line 11 (Reinforcement) – Reinforcers must be specific, contingent, desired by the student, and delivered frequently. Choice-within-variety and immediacy should also be considered.</li> </ul> <p><b>Scoring Problems</b></p> <ul style="list-style-type: none"> <li>Line 10 (Teaching) – Strategies and/or materials documented for academic teaching but not for the FERB or positive general behaviors.</li> <li>Line 11 (Reinforcement) – No evidence that the identified reinforcer was valued by the student; variety and/or immediacy were not present; frequency alone is not enough.</li> </ul>
15 minutes	<p>Refer to Section 12, page 2, of The BSP Desk Reference for resources for teaching and reinforcement.</p> <p>Activity (Clapping Reinforcement Activity) – see handout</p>
5 minutes	Questions/Comments

## **Clapping Reinforcement Activity (Similar to Hot and Cold Game)**

We are going to do an activity to demonstrate the power of a desired reinforcer. Clapping is a reinforcer for a student. The time between claps (slow clapping to fast clapping, like cold to hot) indicates how closely the student is moving toward the desired behavior. When the student elicits a behavior that is close to the desired behavior, the group will clap appropriately depending on how close the student's behavior resembles the desired behavior.

Ask for a volunteer to be a student and leave the room.

While the student is out of room, the group will decide what behavior they want the student to perform. For example, walk to the whiteboard, pick up the green marker, and write the facilitator's name on the whiteboard OR go to a particular chair, turn the chair around, sit in the chair, and put both hands on the floor.

Student reenters room, and the group uses clapping to shape the student's behavior to reach the desired behavior.

**HAVE FUN!**